

Chapter 7 : Using Direct Teaching Methods

Chapter Seven Objectives

After completing chapter 7, students should be able to do the following:

1. Discuss factors that should be considered in selecting teaching techniques and strategies.
2. Define exposition teaching and discuss the strengths and weaknesses of the various methods within these teaching strategies.
3. Describe the direct teaching format and its appropriate uses.
4. Explain the importance of and techniques for improving the lecture method.
5. Explain the importance of incorporating different levels and types of questions.

Chapter Seven Objectives—Continued

6. Identify and differentiate between the different categories of questions, as well as the levels within these categories.
7. Identify and differentiate between focusing, prompting, and probing questions.
8. Define wait-time # 1, wait-time # 2, halting time, and silent time.
9. Define and explain the benefits derived from the use of the redirecting technique, wait times, and halting time.
10. Identify guidelines which should be followed in effective questioning.

Strategies

Strategies:

- Methods and Procedures.
- Accomplish Instructional Goals.
- Should be Based on:
 - Content of Lesson.
 - Type of Delivery of Information Needed.
 - Purpose of Lesson.
 - Which one Best Serves the Teaching Situation.

Strategies—Continued

Other Factors for Selecting the **Best** Strategy are:

- What are the Students' Needs?
- What Age are the Students?
- What are the Students' Intellectual Abilities?
- What are the Students' Physical and Mental Characteristics?
- What are the Students' Attention Spans?
- What is the Lesson Purpose?
- What Content is to be Taught?

Delivering Instruction

The Two Ways of Delivering Instruction are:

- 1. Direct Delivery of Instruction—**
Telling/traditional/Didactic Mode where Knowledge is Directly Transmitted by a Teacher/Textbook or Both.
- 2. Indirect Delivery of Instruction—**Showing and Provides Students w/Access to Information and Experiences with Active Engagement and Learning.

Delivering Instruction—Continued

- Time Spent on Direct and Indirect Instruction Depends on:
 - Subject being Taught.
 - Grade Level of Students.
 - Time Allotted for Instruction.
 - Materials that are Available.
 - Philosophy of the Teacher and the School.
- Varying the Strategies of Instruction Affects Student Motivation.
- Effective Teachers Combine the Best Elements of both Direct and Indirect Instruction.
- Strategies used Effectively will: Foster Motivation, Improve Classroom Control and Cost Less to Implement.

Direct Teaching

- **Direct Teaching:**
 - Systematic Teaching/Active Teaching.
 - Teacher-Centered.
 - Skill-Building Instructional Method w/the Teacher as the Major Information Provider.
 - Teacher Passes out: Facts, Rules/Action Sequences to Students in a Direct Way.
- **Format of Direct Teaching**
 - Teacher-Student Interaction Involving Questions and Answers.
 - Review and Practice.
 - Correction of Student Errors.

Direct Teaching—Continued

Direct Teaching Works Best for Teaching Skill Subjects:

- Reading.
- Writing.
- Mathematics.
- Grammar.
- Computer Literacy.
- Factual Parts of Science and History.

Direct Teaching—Continued

- Parts of **Direct Teaching** are:
 - State Learning Objectives and Orient Students to Lesson.
 - Review Prerequisites.
 - Present New Material.
 - Provide Guided Practice and Conduct Learning Probes.
 - Provide Independent Practice.
 - Assess Performance and Provide Feedback.
 - Provide Distributed Practice and Review.
- Lessons **Do Not** Contain all Elements—Unit Plans usually have Lessons where All the Elements are Present.

Exposition Teaching—Component of Direct Instruction

- **Exposition Teaching:**
 - An Authority—Teacher, Textbook, Film/Microcomputer—Presents Information Without Overt Interaction Between the Authority and the Students.
- Lecturing is an Example of Exposition Teaching.

Strengths of Lecturing	Weaknesses of Lecturing
1. Presents Background Knowledge.	1. Passive Learning.
2. Sets Atmosphere/Focus for Activities.	2. Boring and not Motivating.
3. Allows Teachers to Collect and Organize Materials.	3. Can Produce Discipline Problems.
4. Presents Information in a Short Period.	

Exposition Teaching—Continued

Textbook Lecture:

- Teacher Follows the Structure of the Textbook.
- Delivers the Content While Students *Listen* and Take Notes.
- Does Not Require Extensive Planning.
- Teachers Do Not Need to have Mastery of the Content.
- Results in Rigid Course.
- Course Could be Boring.

Planning Lectures

- **Lectures:**
 - Well Planned and Organized.
 - Must Gain and Maintain Student Attention.
 - Should Be Limited to Short Periods Interspersed w/Other Activities—should require Active Engagement.
- Suggested Time Framework for a Lecture:
 - Teacher Lecturing—10 Minutes.
 - Showing a Film—20 Minutes.
 - Film Discussion—10 Minutes.
 - Demonstration—5 Minutes.
 - Teacher Wrap Up and Review.

Planning Lectures—Continued

- **Characteristics of an Effective Lecture:**
 - Planned and Organized.
 - Share Objectives/Goals at the Beginning of Lecture.
 - Decide what Students will be doing during the Lecture.
 - Utilize Chalkboard/White Board for Directions/Guidelines.
 - It should have Closure—an effective wrap-up.
- **Planning Formula** for this Effective Lecture:
 - Tell Students what you are going to Tell them.
 - Tell Them.
 - Tell Them what you have Told them.

Planning Lecture—Continued

Presenting the Lecture:

1. Tempo:

- Pace/Tempo should be Moderate:
 - Use Feedbacks Checks to Determine if Students Understand the Information.

2. Instructional-Media Learning Tools:

- Technology and Related Media should be Part of Lectures—the use of Multisensory Experiences should be used where possible.
- Teach Students to Take Notes.
- Outline of the Major Points of the Lecture should be Displayed.

Planning Lecture—Continued

Presenting the Lecture—Continued:

3. Stimulus Variation:

- Grab Attention at the Opening with Motivating Opening.
- Utilize Stimulus-Variation Techniques:
 - Gestures, Pauses, Physical Movement, Hand Gestures.
- Be Enthusiastic—show Passion in Delivery.
- Use Humor and Rhetorical Questions.
- Use Eye Contact when Possible.

4. Voice and Language:

- Use an Audible Expressive, Low-Pitched Voice.
- Volume, Rate, Tone, Inflection and Pitch can Facilitate Communication.

5. Balancing the Lecture:

- Break up Lecture w/Other Methods and Activities.

Planning Lecture—Continued

- **Variants of the Lecture:**

- Distance Learning.
- Use of Telelectures.
- Prerecorded Lectures:
 - Podcasts.
 - Film/DVDs.

Facilitates Individualized Instruction

- **Shortcomings of the Above:**

- Limited Contact between Students and Teacher
 - This Could be Offset by a Hybrid Distance Learning Class—the Class can meet every other week and use Technology the Other Weeks.
- Student Attention is also Problematic.

Exposition with Interaction Teaching

Exposition w/Interaction Teaching has Two Phases:

1. Information is Disseminated by the Teacher or Through Students' Study of Written Material.
 2. Teacher Checks for Comprehension by Asking Questions to Assess Student Understanding of the Information Presented.
- Teacher Must be Knowledgeable and Effective Questioner.

Lecture Recitation—Another Instructional Strategy that has Features of Exposition

- Teacher **Presents** Information by:
 - Telling or Explaining and Follows Up with A Question-And-Answer Sessions Periodically During the Lecture.
- Lecture Recitation is **Efficient** in Terms of:
 - Time.
 - Flexibility.
 - Learning.
 - Engaging Students.
- Purpose of Questions in Lecture Recitation:
 - Provide Feedback on Understanding.
 - Add Variety to the Lecture.
 - Maintain Students' Attention.

Textbook Recitation—Another Instructional Strategy that has Features of Exposition

Textbook Recitation:

- Students are Assigned Content to Read and Study in their Textbook.
- Teachers then Question—using Higher Level Questions--to Determine if they Understood the Material.
- It Does Not Foster True Understanding and the Application of the Assigned Content.
- Answers to Questions—Higher Level are more Effective—Provide Feedback for Students on how well they Learned the Content.
- Students can also Learn from the Replies of Fellow Students.

Exposition Teaching

TABLE 7.3 Exposition Teaching

Method	Description
Direct Teaching	Teacher controls instruction by presenting information and giving directions to the class; associated with teacher-centered, teacher-controlled classrooms; an instructional procedure for teaching content in the most efficient, straightforward way
Lecture	Teacher presents information, with no overt interaction with students
Telelecture	Lecture transmitted from central-studio classroom to distant classrooms
Textbook Lecture	Lecturing directly about material presented in the textbook
Prerecorded Lecture	Lecture that has been recorded on videotape or film

The Art of Questioning

Purposes for Answering Questions:

- Develop Interest and Motivate Students.
- Evaluate Students' Preparation & Check Homework.
- Develop Critical Thinking Skills.
- Review and Summarize Previous Lessons.
- Assess Achievement of Objectives.
- Establish what is Already Known.
- Use and Extend Knowledge.
- Develop Reflective and Metacognitive Thinking.

The Art of Questioning—Continued

Effective Questioning Requires that:

- Questions must be asked at the Appropriate Level.
- They should be of the Appropriate Type.
- They should be Worded Properly.
- Teachers should Know the Techniques to Use for Follow-up to Students' Responses/Lack of Response to Questioning.
- Teachers should Remember that Responses Given Affect the Self-Esteem of the Students and their Participation.

Levels of Questions

- Questions can be Categorized as follows:
 - **Narrow**—used for Factual Recall/Specific Correct Answers.
 - **Broad**—can not be Answered with a Single Word/One Correct Answer. Require Students to Reach Beyond Simple Memory.
- Effective Teachers Adapt Questions to the Purpose for which they are Being Asked.
- Two Systems of Questions are:
 1. Convergent and Divergent.
 2. Operation that Students use to Answer a Question.

Convergent and Divergent Questions

Convergent	Divergent
1. Allows for Only a Few Right Responses. Require Students to Recall & Integrate/Analyze Information.	1. Allows for Many Correct Responses.
2. Used for Concrete Facts.	2. Require Broader Responses and Engage Students in the Learning Process.
3. Examples: <ul style="list-style-type: none">• What is $2+2$?"• Yes/No and True/False Questions.	3. Examples: <ul style="list-style-type: none">• Why do you Suppose we Entered Word War II?• Opinions, Hypotheses/Evaluation.

Four Levels of Classroom Questions—the Thinking Required and Sample Question Stems

TABLE 7.5 Levels of Classroom Questions

Category	Type of Thinking	Examples
Factual	Student simply recalls information	"Define . . ." "Who was . . ." "What did the text say . . ."
Empirical	Student integrates and analyzes given or recalled information	"Compare . . ." "Explain in your own words . . ." "Calculate the . . ."
Productive	Student thinks creatively and imaginatively and produces unique idea or response	"What will life be like . . ." "What's a good name for . . ." "How could we . . ."
Evaluative	Student makes judgments or expresses values	"Which painting is best?" "Why do you favor this . . ." "Who is the best . . ."

Types of Questions

1. Focusing Questions:

- Factual, Empirical, Productive/Evaluative.
- Used to Direct Student Attention.
- Focusing Questions can:
 - Determine what Students have Learned.
 - Motivate/Arouse Interest.
 - Stimulate Involvement.
 - Check for Understanding.
- **Example:** How Could we Test the Hypothesis Suggested by the Results?

Types of Questions—Continued

2. Prompting Questions:

- Use Clues Help Students Answer Questions/Correct Inaccurate Responses.
- Rewording of the Original Question—w/Clues Added.
- Scaffolds and Builds Success w/Students.
- Can Act as Reinforces to Students.
- Can Result in Greater Participation for Students.

Types of Questions—Continued

3. Probing Questions:

- Aim at Correcting, Improving/Expanding a Student's Initial Response.
- Compels Students to Think More Thoroughly about an Initial Response.
- They can also Elicit Clarification, Develop Critical Awareness, or Refocus a Response.
- **Examples:**
 - “What are you saying?”
 - “What do you Mean by the Terms...?”
 - “Could you Elaborate on those Two Points?”
 - “Can you Explain that Point more Fully? It Lacks Clarity.”

Questioning Techniques

1. Redirecting:

- Use a Question that Requires Several Responses.
 - *Who is your Favorite President?* Teachers can ask Several Students to Respond.
- Questions must be: Divergent, Productive or Evaluative.
- It Increases Student Participation and Involvement. Greater Learning and Increased Interest.
- It is Effective with Nonvolunteers—they will Time to Respond.

Questioning Techniques—Continued

2. Wait Time:

- After Posing a Question, Teachers should Wait Approximately from 3 to 5 Seconds.
- This Wait Time Enables Students to Think and Ponder the Question.
- Two **Types** of Wait-Time
 - **Wait Time 1**—time Provided for the First Student Response to a Question.
 - **Wait Time 2**—total Time a Teacher Waits for all Students to Respond to the Same Question /for Students to Respond to Each Other's Response to a Question.

Questioning Techniques—Continued

3. Halting Time:

- Teachers Present some Complex Material/Complicated Directions and **STOP** Momentarily.
- This Pause helps Students Consider the Information/Carry Out the Directions.
- During the Pause Teachers can Visually Check to see if Students Understand the New Information.

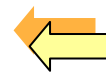
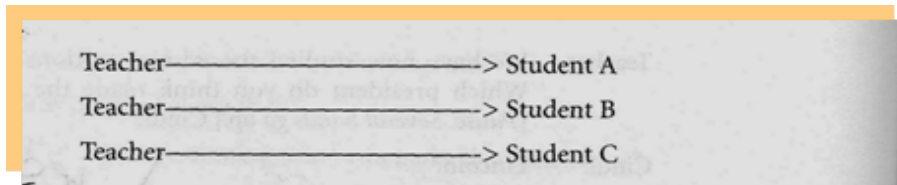
Questioning Techniques—Continued

4. Reinforcement:

- It is Your Pattern of Positive Reaction.
- It is More Effective to Allow as Many Students as Possible to Respond to the Question THEN Reinforce all of them for their Contributions.
- Remember if Reinforcement is given Early—Other Students might Hesitate to Respond because they Fear their Answer is Inferior to the Earlier Response.

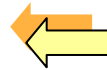
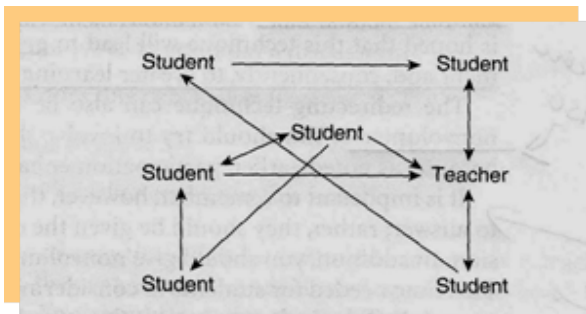
Question Patterns

Number 1



Simple Question-and-Answer Period

Number 2

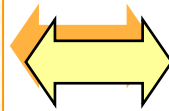
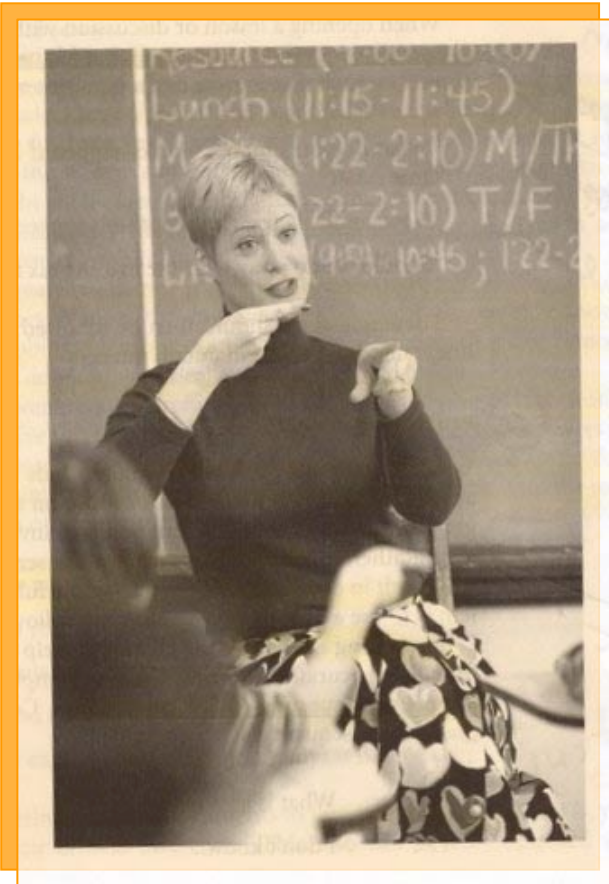


Why is this a More Effective Question Pattern?

Tips on Questioning

1. Questions should be Clear.
2. Ask the Question Before Designating who is to Answer.
3. Distribute Questions about the Class Fairly—avoid mechanical systems (alphabetical order).
4. Do Not Ask More than One Question at a Time.
5. Do Not Ask too Many Questions.
6. Ask Questions at All Ability Levels in Class.
7. Use Questions to Help Students Modify their Inaccurate Responses.
8. Listen Carefully to Student Responses.
9. Wait at Least 3 Seconds Following a Student Response—this allows the Student to Insert Additional Comments.

Reflection



Based on your reading of this chapter, how would you use **questioning** in your class to **motivate** students to learn?

The End!